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ABSTRACT

In spring 1992, a survey was conducted at Centralia College, in Washington State, asking students, faculty, and staff to assess the effectiveness of the college's student services. The survey was administered to 61 faculty and staff members and 346 students selected randomly from general education classes. Overall, responses and comments indicated that services at Centralia College were viewed positively and had a major impact on the success of students. The ratings assigned by faculty/staff and students were generally in close agreement. Services receiving the highest ratings from students included registration assistance; transcripts; student employment office; job search and resume writing assistance; financial aid; and handicapped services. Services rated highest by faculty and staff included registration; student discipline; dean of students office; student employment; handicapped services; and educational talent search. General issues which need to be addressed include: (1) developing a student services marketing plan; (2) strengthening the role of student advocacy; (3) improving services through increased funding and better coordination; (4) examining the location of programs to maximize coordination of services; and (5) examining the appropriateness of current policies and procedures. (KP)

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ED 376 903

PERCEPTIONS OF STUDENT SERVICES

Spring 1992

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Summary of Results from Student Services Effectiveness Survey.



Centralia College, 600 West Locust, Centralia WA 98531

JC 950 010

Perceptions of Student Services

THE SURVEY

During the 1992 Spring Quarter, a Student Services Effectiveness Survey was developed and administered to the campus community, sampling faculty/staff and students. Each survey was developed by the individual program managers/coordinators and respondents were asked to rate the level of agreement/disagreement with a particular statement. Additionally, respondents were given the opportunity to make comments concerning each statement. Survey costs were funded through an Assessment Grant and the Student Services budget.

The purpose of the survey was to gain an insight into the perceptions of the campus community regarding the programs and services offered by Student Services. It is meant to be a snapshot which will provide meaningful input into the planning process. It is important to recognize that this is not a scientific study but rather a temperature gauge. The survey was administered to 61 faculty/staff and 346 students, who were selected randomly from general education classes and who appear to demographically represent the diversity of the student population.

THE CONCLUSIONS

The overall numeric evaluations and comments indicate that Student Services at Centralia College is viewed positively by the campus community and has a major impact on the success of students. It is interesting to note that the ratings assigned by faculty/staff and students are generally in close agreement. This suggests that there is strong support for the mission of Student Services. The areas which need some attention, fall into either specific program issues or general overall issues which the entire division needs to address. Each manager/coordinator will be utilizing the results in an attempt to improve the level of service. The division will be addressing a number of general issues which are common to most programs and include the following:

1. Development of a campus-wide marketing plan which helps to clearly communicate the role and services provided by each program area.
2. Continue to strengthen our role of providing student advocacy.
3. Identify ways to improve levels of service through increased funding, better coordination of services and/or outside resources.
4. Examine the location of programs in an effort to maximize the coordination of services.
5. Examine the appropriateness of current policies and procedures to determine the effectiveness in meeting the needs of students.

STUDENT SERVICES EFFECTIVENESS SURVEY

Student Background Information

Spring 1992

Total Number of Students Surveyed: 346

		Age:	
<u>140</u>	Male	<u>158</u>	18 - 21
<u>205</u>	Female	<u>45</u>	22 - 25
<u>1</u>	No Response	<u>36</u>	26 - 30
		<u>49</u>	31 - 35
		<u>23</u>	36 - 40
Race:		<u>19</u>	41 - 45
<u>324</u>	White	<u>6</u>	46 - 50
<u>4</u>	Black	<u>9</u>	over 50
<u>6</u>	Native American	<u>1</u>	No Response
<u>5</u>	Hispanic		
<u>3</u>	Asian/Pacific Islander		
<u>1</u>	Other		
<u>3</u>	No Response		

Credits Completed:		Currently Enrolled:	
<u>134</u>	0 -30	<u>292</u>	10 or more credits
<u>46</u>	31 - 45	<u>41</u>	9 or fewer credits
<u>80</u>	46 - 92	<u>13</u>	No Response
<u>28</u>	over 92		
<u>58</u>	No Response		

Enrolled in:		Handicapped Status:	
<u>188</u>	Day classes only	<u>46</u>	Yes
<u>37</u>	Evening classes only	<u>295</u>	No
<u>64</u>	Both day and evening	<u>5</u>	No Response
<u>57</u>	No Response		

Current Work Status:	
<u>55</u>	Full-time homemaker
<u>47</u>	Full-time employment (including self-employed and military)
<u>126</u>	Part-time off-campus
<u>35</u>	Part-time on-campus
<u>30</u>	Not employed, but seeking employment
<u>50</u>	Not employed, not seeking employment
<u>3</u>	No Response

Prior Level of Education at Entry to Centralia College:

<u>16</u>	Less than high school graduation
<u>27</u>	GED
<u>210</u>	High School Graduate
<u>52</u>	Some post high school, but no degree or certificate
<u>17</u>	Certificate (less than two years)
<u>13</u>	Associate degree
<u>6</u>	Bachelor degree or above
<u>5</u>	Other

Family Status When You Started at Centralia College:

<u>71</u>	Single parent with children or other dependents in your care
<u>67</u>	Couple with children or other dependents in your care
<u>145</u>	Without children or other dependents in your care
<u>50</u>	Other
<u>13</u>	No Response

STUDENT SERVICES EFFECTIVENESS SURVEY Spring 1992

Please circle the number which most accurately expresses your views on each statement.

The number 5 means you strongly agree.
The number 1 means you strongly disagree.
D/A means it doesn't apply to you.
N/A means that you are not aware of this situation.

Survey scores reflect the average given by individuals in each category who responded to each statement. In parenthesis, the first number represents the number of individuals who responded and the second is the total number of individuals who completed the survey. **NS** stands for **No Statement was asked on survey for that group**.

CONCLUSIONS ARE DERIVED ON THE BASIS
OF THE EVALUATION SCORES AND WRITTEN
COMMENTS.

ADMISSION AND RECORDS

Strongly Agree		Strongly Disagree	Doesn't Apply	Not Aware
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1. I usually wait in line less than 10 minutes to register.

5	4	3	2	1	D/A	N/A
Students: 3.33					(326/346)	
Faculty/Staff: NS						

Conclusion: Students generally felt they did not wait in line that long to register. From several comments received, students were including the time in the cashier's line also. Comments reflected disappointment regarding filled classes and the need to take certain courses at certain times. To assist students attempting to register when classes begin to fill, a counselor or advisor will be available in the Student Services Center to plan appropriate schedules. This would normally occur during the last two days of registration by appointment for currently enrolled matriculated students and during the first day of open registration. This occurred this Fall and was a success for students and for the registration staff.

2. I am treated courteously at the registration window.

Students: 3.98	(337/346)
Faculty/Staff: 4.25	(59/61)

Conclusion: To continue to improve on customer relations and retention of students, the "Connections" program on customer service will be pilot tested with classified staff beginning Winter Quarter, 1993.

3. I usually receive the assistance I need at the registration window.

Students: 4.11	(337/346)
Faculty/Staff: 4.48	(58/61)

Conclusion: This statement received high marks from both faculty, staff and students.

Cont. Admissions and Records

4. I feel it is fair to all degree/certificate seeking students to schedule appointments to register by total cumulative credits earned at Centralia College.

Students: 4.05 (298/346)
Faculty/Staff: 4.06 (54/61)

Conclusion: Strong agreement to this statement was consistent with both students and faculty/staff. There was some concern regarding transfer students without or with few Centralia College credits and former Centralia College students who return to campus. Former Centralia College students' credits are picked up by the computer system the following quarter for total cumulative credits earned here. Transfer student credits are not included in the system as many transfer students are often undecided as to how many and which credits they want transferred to whatever degree they may decide to go for. We currently offer transfer students the opportunity to choose which credits they want to use for their Centralia College degree or certificate. If all transfer credits were counted toward a degree, many of our students would not graduate because of low GPA's earned at other institutions. The current system allows transfer students an opportunity for a second chance to earn a degree or certificate.

5. I have received my grades within one week after final exams.

Students: 4.20 (311/346)
Faculty/Staff: NS

Conclusion: The Admissions and Records Office will continue to run grades and, barring computer or scheduling problems, have them in the mail within 24 hours of the deadline. This Fall, due to the late deadline before Christmas Break, grades will not be mailed until Monday, Dec. 28.

6. When I have requested a transcript of my grades, it was sent or I picked it up within 48 hours.

Students: 4.35 (160/346)
Faculty/Staff: NS

Conclusion: In most cases, transcripts are sent within 24 hours of receipt of request. However, due to busy times during the quarter, staffing, end of quarter and year-end deadlines, the Admissions and Records Office will continue to advertise a 48-hour turn-around-time for transcript requests.

7. I have received the veterans information I needed and/or have been referred to the Veterans Administration.

Students: 3.00 (26/346)
Faculty/Staff: NS

Conclusion: The new 1993-95 catalog and other publications will clearly state the responsibilities of the Veterans Coordinator and the responsibilities of veterans receiving benefits. One veteran commented on the need for consideration of priority registration for handicapped students. This Fall, 1992, Kay Odegaard and Neena Stoskopf initiated a process for priority registration for students with documented handicaps needing special classroom accommodations. If you have questions regarding this process, please contact Kay Odegaard.

ont. Admissions and Records

8. When I first applied to Centralia College, I received a letter within a week explaining what I needed to do next. (Examples: turn in transcripts, take the ASSET test, etc.)

Students: 3.79 (276/346)
Faculty/Staff: NS

Conclusion: From the comments received, this statement should have been worded differently. Several students said they first applied here 10, 15 or 27 years ago and couldn't remember what occurred. Students did rank this statement with a 3.79 which is very positive. The Admissions and Records Office does plan to add a statement in the letter students receive when they apply indicating that transfer students need to apply for a credit evaluation.

9. When I was in high school, I attended a session about Centralia College presented by the Admissions Team. The representatives helped me in my decision to attend college.

Students: 3.86 (110/346)
Faculty/Staff: NS

Conclusion: Students appreciated the visitations by the Admissions Team but many said they had already made up their mind about which college to attend or their parents, friends or teachers may have helped more in the decision process than the Admissions Team. This appears reasonable since the Admissions Team has contact with many prospective students only once, twice at the most. Several students made a comment that they remembered the "cool" light show that the A-Team did at the high school/college conference a couple years ago!

COUNSELING/CAREER CENTER

1. The center provides help to non-students concerning information about the College's programs and services.

Students: 4.11 (160/346)
Faculty/Staff: 3.83 (40/61)

Conclusion: This service to non-students (pre-admissions help) was our most highly rated item (by students and faculty/staff as well), indicating this service is regarded as valuable and well performed. Slightly higher rating by students may suggest that this pre-admission assistance is more appreciated by students (who benefit from the service) than faculty/staff (who may not be aware of the need for service to this population or the considerable amount of our workload spent with this group). These findings suggest the need for better informing the campus community about the services we provide.

2. The counselors assist me in setting goals and educational plans.

Students: 3.65 (210/346)
Faculty/Staff: 3.81 (47/61)

Conclusion: Student comments reveal confusion about "counselors" and "advisors," contaminating these results. Student comments include a balance of positive and negative; the main issue identified was availability of help (some had a long wait for an appointment, some regarded time spent with counselor as inadequate.) Faculty/staff made few comments, indicating lack of knowledge about counselors' work or effectiveness. For students, we need to continue to work toward improved staffing availability; with faculty/staff, we need to work on better informing the campus community about the kind of work we do.

Cont. Counseling/Career Center

3. The center provides assistance with career exploration and decision making.

Students: 3.83 (186/346)
Faculty/Staff: 3.77 (48/61)

Conclusion: Relatively high ratings, yet few comments by either students or faculty/staff reflect lack of awareness about services provided. Some comments criticized need for more help available (staffing). We need to better market our career services, both to students and the campus community.

4. The center is well stocked with transfer information (schools, how-to's, etc.)

Students: 3.96 (197/346)
Faculty/Staff: 3.74 (43/61)

Conclusion: Overall positive rating, yet comments reflect need to make transfer materials more visible and easy to use in a self-help manner. We need to continue to provide training to our student workers to enable them to be of help to students with transfer process questions.

5. I am able to obtain accurate and up-to-date information about scholarships.

Students: 3.53 (163/346)
Faculty/Staff: 3.29 (28/61)

Conclusion: Rated lowest of all our services by both students and faculty/staff, comments indicate that many students don't know how to access scholarship information and would like more assistance. We need to continue to improve getting the word out to students and faculty about scholarships, and updating our student workers regularly to enable them to provide assistance to students.

6. The counselors are helpful in dealing with academic problems.

Students: 3.83 (175/346)
Faculty/Staff: 3.73 (46/61)

Conclusion: Many survey respondents stated they had never used counselors for assistance. Some comments made about counselors being too busy, not available enough. We need to continue to schedule walk-in availability at times of peak demand, and better inform faculty/staff of this service.

7. The counselors provide assistance with various problems that interfere with a student's educational process.

Students: 3.90 (156/346)
Faculty/Staff: 3.82 (41/61)

Conclusion: Positive rating; some comments suggest need for more counselors.

8. The center is a good place to get referrals to other sources of help.

Students: 3.91 (192/346)
Faculty/Staff: 3.86 (35/61)

Conclusion: Very few comments made on this item; one suggests need for improved information about local community resources. We might improve our information pool by periodic sharing of resource lists with Special Needs, Student Support Services staff, psychology instructors, etc.

Counseling/Career Center

9. The counselors are efficient and easily accessible.

Students: 3.44 (225/346)
Faculty/Staff: 3.09 (47/61)

Conclusion: Our lowest rating of all items, as rated by both students and faculty/staff; rated significantly lower by faculty/staff, suggesting we are perceived as not being available enough. Many comments critical of lack of availability, sometimes lengthy wait for appointment, need for counselor help during summer. We need to continue articulating the need for additional counselor (position lost in 1985 budget crunch). With increasing demand for the Student Success Course, we need to involve other faculty in teaching sections of the course.

DEAN OF STUDENTS

1. The Office of the Dean of Students is effective in resolving student concerns.

Students: 3.30 (93/346)
Faculty/Staff: 3.95 (38/61)

Conclusion: Faculty/staff view the resolution of student concerns in a positive way. Students need more assistance in understanding the process and resources available to assist in the resolution of concerns.

2. Student discipline matters are handled fairly and expediently.

Students: NS
Faculty/Staff: 4.23 (30/61)

Conclusion: Comments reflect that faculty and staff were generally unaware of the administration of student rights and responsibilities. Training sessions need to be planned and conducted.

3. Centralia College scholarship information is made widely available to students and staff.

Students: 3.30 (230/346)
Faculty/Staff: 3.70 (46/61)

Conclusion: The dissemination of Scholarship information/applications needs to be improved. Faculty, staff and students need to be reached with timely information through additional channels of communication. Some substantial improvements have been made for the 1993-94 application cycle as a result of this feedback. It is confusing to students as to who administers the on campus versus off campus scholarship programs.

4. The Office of the Dean of Students sets a positive tone for the individual student service areas to model.

Students: NS
Faculty/Staff: 4.39 (46/61)

Conclusion: Feedback was very positive and supportive. The only area of concern is the lack of adequate staffing during peak registration times to meet the demands of students.

Cont. Dean of Students

5. The Student Services Division is viewed as an equal partner with Instruction and Administrative Services.

Students: NS
Faculty/Staff: 3.84 (56/61)

Conclusion: Some comments reflect a concern that Student Services does not get appropriate respect, attention and support.

6. I understand the importance of the Student Services model in the development of the whole student.

Students: NS
Faculty/Staff: 4.53 (57/61)

Conclusion: Generally the campus supports the concept of student development as a important role. However, work needs to be done with some faculty/staff who demonstrate a lack of understanding.

7. Do you have any suggestions to improve the services offered through the Dean of Students Office?

Students: (0/346)
Faculty/Staff: (0/61)

Conclusion: No suggestions were made.

8. When using the Student Services Information counter, I am greeted warmly and provided accurate information.

Students: 3.94 (228/346)
Faculty/Staff: NS

Conclusion: High ratings by students. A couple of students did not know where the Information counter is located or what services are offered. Need to publicize what is available at Information Counter.

STUDENT EMPLOYMENT OFFICE

1. The Student Employment Office was very responsive in helping me find an on-campus job.

Students: 3.99 (86/346)
Faculty/Staff: 4.67 (46/61)

Conclusion: Both students & faculty strongly feel the SEO was responsive. Need to continue processes that work well. Keep students and faculty informed.

2. The Student Employment Office was helpful in providing me with assistance in my search for a suitable off-campus job.

Students: 4.02 (55/346)
Faculty/Staff: 4.45 (40/61)

Conclusion: Both students and staff strongly agree. Need to maintain partnerships with private industry and encourage students to participate.

3. I have found the job search and/or resume writing assistance and materials to be very beneficial.

Students: 4.16 (61/346)
Faculty/Staff: 4.25 (24/61)

Conclusion: Students and faculty equally agree with the importance of job search/resume writing assistance. Would like to expand this assistance to provide laser quality resumes. Would like to purchase add'l software and work with ES to enhance service to students.

ont. Student Employment

4. I have experienced a work-related problem and received the assistance I needed to help resolve it.

Students: 3.94 (35/346)
Faculty/Staff: 4.27 (22/61)

Conclusion: Faculty feel more strongly than students about assistance received. Need to continue to be sensitive to student needs and resolve work-related problems quickly and effectively.

FINANCIAL AID OFFICE

1. I am treated courteously at the Financial Aid window.

Students: 4.20 (197/346)
Faculty/Staff: 3.45 (42/61)

Conclusion: Students strongly feel they are treated courteously at the window. However, faculty do not feel students are treated well. Need to share with faculty the results of this survey. Need to keep faculty more informed of our effectiveness with students.

2. I usually receive the help I need with completing the Financial Aid application form.

Students: 4.10 (179/346)
Faculty/Staff: 3.26 (39/61)

Conclusion: Students feel they are assisted and faculty don't seem to think students are assisted. Again, faculty need to be kept informed about our operation. Hopefully, faculty will think more positive when we begin to offer weekly financial aid application workshops.

3. The Financial Aid staff usually explains policies, procedures and regulations in a manner that I can understand.

Students: 3.87 (188/346)
Faculty/Staff: 3.35 (43/61)

Conclusion: Students generally feel information is explained adequately while faculty have doubts if information is explained adequately. Need to educate faculty about what the Financial Aid Office provides for students and share brochures/forms/handouts with faculty so they see what information is disseminated to students.

4. The office staff has been helpful in providing general assistance and information to me. (eg. for those who are transferring to another school or who have prior student loans.)

Students: 4.08 (159/346)
Faculty/Staff: 3.44 (32/61)

Conclusion: Students feel staff provides helpful information while faculty are not sure if staff is helpful. Need to improve the image faculty seems to have about financial aid personnel and its functions. I would like to attend a few faculty meetings in order to acquaint faculty with services provided by the Financial Aid Office.

Cont. Financial Aid

5. The staff members have been caring and sensitive when helping me deal with school related problems.

Students: 3.78 (162/346)
Faculty/Staff: 3.02 (44/61)

Conclusion: Students generally feel staff is caring. Faculty feel less sure financial aid staff are caring and sensitive. Need to be more sensitive to unforeseen problems that occur for students. Provide adequate resources/referrals for students.

6. I have attended a financial aid workshop or orientation session and feel that the information I received was very informative and beneficial.

Students: 3.99 (74/346)
Faculty/Staff: NS

Conclusion: Students strongly agree workshops have been beneficial. Continue to offer workshops to assist students.

SPECIAL NEEDS (HANDICAPPED SERVICES)

1. I declared my handicapping condition on my registration form.

Students: 4.12 (25/346)
Faculty/Staff: NS

Conclusion: The question was asked to see if the student had a "declared" handicapping condition so that s/he could be notified of services.

2. I knew that the help was available to me but I chose not to use the services.

Students: 3.03 (35/346)
Faculty/Staff: NS

Conclusion: I am not sure whether the students did not know that help was available or if they did ask for help. Only two students made comments about not knowing that help was available so the comments weren't helpful.

3. I found the personnel of the Special Needs Office to be helpful.

Students: 4.30 (27/346)
Faculty/Staff: 4.56 (32/61)

Conclusion: The one comment on this question was positive.

4. I found out about the Special Needs Office without any difficulty.

Students: 3.96 (26/346)
Faculty/Staff: 3.42 (31/61)

Conclusion: There seems to be a difference between what students know about this office and what staff "think" students know about the office. This was also born out by comments; "only one student made a comment about not knowing help was available or where the office is located, but several staff members commented that students did not know help was available. These are things that have been done to inform students and staff of services: catalogue description for Handicapped Services has been updated to better reflect the college's services to students with disabilities; notice of services and how to receive them is now being published in "The Spotlight" which is published quarterly and in "The Banner" at the beginning and toward the end of each quarter; signs have been created and will soon be placed in offices which may serve as entry points for new or potential students that tell how to receive services; and the Special Needs Office will man a table at the information fair scheduled for January 7, 1993 with information on services and how to receive them. This will be manned by staff and students with disabilities.

Cont. Special Needs (Handicapped Services)

5. I had no difficulty making a contact with the office personnel because the office times were convenient.

Students: 3.76 (34/346)
Faculty/Staff: 3.55 (20/61)

Conclusion: This was the lowest score on both the student and staff surveys. Although staff scored this question somewhat lower than students, they made no comments. Two students commented that times were not convenient for them; including one student who commented on the lack of available office time at night. This comment was expressed by only one student, however, the lack of availability of help for night (and summer) students is a significant concern in my mind.

SPECIAL SERVICES (STUDENT SUPPORT SERVICES and EDUCATIONAL TALENT SEARCH)

1. I am familiar with the services offered by Educational Talent Search.

Students: 2.73 (105/346)
Faculty/Staff: 3.72 (45/61)

Conclusion: Less than one-half of students were familiar with the ETS Program. Nearly all comments by students indicated they had never heard of the services offered. While faculty and staff show a greater recognition of ETS, comments reflect a need for more information about the project, the kinds of services offered and results obtained. A comprehensive marketing effort should be developed to inform the campus and community about the ETS program and its effectiveness in assisting youth and adults set post-secondary educational goals. The ETS program should be part of the college's overall planning for new student intake and assessment, particularly related to the needs of returning adults.

2. ETS plays an important role in helping students further their education.

Students: 3.88 (68/346)
Faculty/Staff: 4.05 (43/61)

Conclusion: Students who were not aware of the services were unable to estimate their value. However there is an increased recognition of the need for such services. All staff/faculty comments were positive, indicating positive feedback received from students and awareness of ETS school retention statistics. Both students and staff indicated a need for more information about the ETS program.

3. I am familiar with the services offered by Student Support Services.

Students: 3.42 (139/346)
Faculty/Staff: 3.80 (46/61)

Conclusion: More students were familiar with SSS than not. Still, quite a few students indicated that they were unfamiliar with the program. Staff indicated more awareness of SSS services than did students. Comments indicated questions about specific roles and functions, concern about possible duplication of efforts and concern that services are available to only a limited number of students. In general, greater information is needed about the Student Support Services Program campus wide.

Cont. Special Services (Educational Talent Search and Educational Talent Search)

4. Student Support Services plays an important part in helping students succeed in college.

Students: 4.05 (111/346)
Faculty/Staff: 3.85 (48/61)

Conclusion: Both students and staff indicated that SSS plays an important part in student success, with the project perceived more positively by students than staff. This is particularly true for those students who indicated that they had been assisted by the project. Assistance is sometimes perceived by staff as a crutch which does not allow students to be responsible for their own success/failure. Specific comments indicated concern that the project is not an integral part of the college process and that staff interactions with students and colleagues needed improvement. SSS program staff should continue to educate the campus community about the "student development model" employed. Improved interpersonal communications by program staff with students and co-workers are also called for in the comments by staff and faculty.

5. The services offered by SSS have helped me stay in school.

Students: 3.27 (82/346)
Faculty/Staff: NR

Conclusion: Comments from students served by the project indicated strong satisfaction with services received, indicating that SSS staff support has helped them achieve their educational goals. It is unclear whether the few negative comments, which were general statements, indicate dissatisfaction with services or simply that the student had not been part of the program. Again, more campus awareness is indicated.

SPORTS PROGRAM

1. The sports program fits into the mission of Centralia College.

Students: 3.73 (134/346)
Faculty/Staff: 3.60 (53/61)

Conclusion: Students and staff indicated that the Sports Program play an important role in the Mission of Centralia College. In general it is important that we continue to educate and publicize the importance of having sports be a part of Centralia College. Also, it is a goal of the Sports area to make the campus aware of what it is the Sports Program is doing.

2. The sports program is beneficial to students and the community.

Students: 3.91 (163/346)
Faculty/Staff: 3.78 (55/61)

Conclusion: Students feel the Sports Program is very beneficial to them and the community. Staff didn't rate as high as the students, but they feel fairly strong about the benefits sports have with the students and community. The Sports Programs staff will continue to look at different avenues to make the program more beneficial to the community, students and faculty. The consensus was that the Sports Programs promote collegiality among students and connects the community with Centralia College. Better internal marketing will also be an important aspect to showing the benefits of the Sports Program.

Cont. Sports Program

3. The sports offered here at Centralia College meet the needs of the students.

Students: 3.36 (149/346)
Faculty/Staff: 3.38 (48/61)

Conclusion: Both students and staff indicated that the addition of sports would be beneficial to more students. The issue of cost will always be a concern. Specific comments indicate that further investigation would be needed to see what sports would be the most beneficial. In general the Sports Program area is looking into offering different sports based on need and financial assistance available. It will continue to look at ways to give exposure to the sports being offered now.

4. I would participate in intramurals if they were offered in the sports program.

Students: 3.33 (168/346)
Faculty/Staff: 3.67 (36/61)

Conclusion: Staff felt stronger about offering intramurals than the students did. Concerns from students was that there was not enough time to participate. Financing was the biggest concern by both students and faculty. In general the Sports Programs area is looking into working with the Student Programs and any other areas that could be of assistance. It is an area in which further investigation is necessary, but one that could benefit more students if available.

STUDENT PROGRAMS

1. I am familiar with the services offered by the Student Programs Office.

Students: 3.03 (146/346)
Faculty/Staff: 3.80 (50/61)

Conclusion: Those student involved in a student program were familiar with the services offered. In general, throughout the campus there is a vague understanding of what student programs is, what it does, and what benefit it has for students and the campus. Student Programs would like to develop a marketing plan that would reach students and the campus community. Possible projects might include the standard brochure to be put in the pre-admissions packets, have them available at new student orientation, and perhaps mail to all students; do more advertising in the campus paper and community paper, radio ads for events and services, etc.

The office staff has been helpful in providing general assistance and information to me.

Students: 3.48 (115/346)
Faculty/Staff: 3.84 (45/61)

Conclusion: Campus feeling is that staff has been quite helpful. To improve services though Student Programs will attempt to have monthly staff meetings and will spend more time in staff development. This will keep all staff informed of what events are happening and who is planning them.

Cont. Student Programs

3. The Student Programs Office puts out the following publications: Spotlight, ETC, ASCC Newsletter, ASCC Voters Pamphlet and various flyers. Through these publications I feel I am aware of activities on campus.

Students: 3.66 (177/346)
Faculty/Staff: 4.20 (55/61)

Conclusion: General campus feeling is that the publications are appreciated. Distribution of the publications will be reviewed in order to get information to more of the campus community.

4. I feel that through the Student Government and Activities Board, student concerns, issues and activities are being addressed.

Students: 3.08 (143/346)
Faculty/Staff: 3.22 (45/61)

Conclusion: Getting more students involved in campus activities seemed to be a concern for everyone. Also concern that students don't have enough time to get involved and that some students don't really care to. Again taking a look at the marketing of the programs needs to be looked at to stress the importance of being involved in extra curricular activities.

5. I am aware of the leadership opportunities that are available to students through getting involved in clubs, committees, student government, and activities board.

Students: 3.63 (161/346)
Faculty/Staff: 4.04 (49/61)

Conclusion: Again there is a concern that students do not have enough time to get involved. Also the distribution of how this information gets conveyed to students needs to be reviewed. In summary the overall need appears to be met. Student Programs need to market the programs in a more effective way and review how information is distributed.